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AUTHOR Lewis, Alvin D.
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ABSTRACT

This practicum addressed the needs of latency age children who were insensitive to racial and ethnic differences. These needs were met by designing and developing a Cultural Awareness Program, so as to increase latency age children's sensitivity to racial and ethnic differences. The program's focus was on helping the children gain an appreciation for cultural diversity and to reduce fights and physical altercations. The 90 participants were all residents in a treatment center and were of latency age, 7 to 12 years old. Many of the children came from severely dysfunctional families and had low self-esteem. Pre-tests and post-tests were administered. Records were also reviewed before and after intervention. The evaluation component included pre- and post-tests, class exams, and record data. Outcomes showed that fights were significantly reduced among the 85 participants who completed the program. Racial and ethnic slurs also decreased and participants developed a better appreciation of cultural diversity. Increased knowledge and awareness about racial and ethnic differences was a major factor in reducing fights. Most participants became more knowledgeable of the history of other racial/ethnic groups and could identify females who greatly influenced American society. Subsequently, children displayed greater harmony and respect for each other. (RJM)

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ED 383 970

Increasing Latency Age Children's Sensitivity To Racial And Ethnic Differences Through Enhancing Their Awareness And Knowledge

by

Alvin D. Lewis

Cluster 52

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A Practicum II Report Presented to the Ed.D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

Nova Southeastern University
1995

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: John A. Hunter, Jr., Ph.D.
John A. Hunter, Jr., Ph.D.

Clinical Director
Title

825 Crawford Parkway, Portsmouth, Virginia
Address

1/3/95
Date

This practicum report was submitted by Alvin D. Lewis under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

Approved:

1-30-95
Date of Final Approval of Report

Georgianna Lowen
Georgianna Lowen, Ed.D.
Advisor

Acknowledgements

It is important to recognize similarities, but one must also acknowledge and honor differences. I want to thank Dr. Georgianna Lowen, my advisor, for her review of this work while it was in progress. Without her wisdom and leadership this project could not have been brought to fruition.

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Abstract

Increasing latency age children's sensitivity to racial and ethnic differences through enhancing their awareness and knowledge. Lewis, Alvin D. 1995: Practicum II Report, Nova Southeastern University, Ed.D. Program in Child and Youth Studies. Racial/Ethnic Sensitivity/Latency Age Children/Awareness/Knowledge/ Residential Treatment Center.

This practicum addressed the needs of latency age children who were insensitive to racial and ethnic differences. Fights and verbal disagreements occurred because of misunderstandings between various racial and ethnic groups.

The Cultural Awareness Program was designed and developed by the writer to increase latency age children's sensitivity to racial and ethnic differences. The program's focus was on helping the children gain an appreciation for cultural diversity and reduce fights and physical altercations. The 90 participants were all residents in the treatment center and latency age. Pre-tests and post tests were administered. Also, records were reviewed before and after intervention. The evaluative component included pre and post tests, class exam and record data.

The outcome of the practicum were that fights were significantly reduced among the 85 participants who completed the program, racial and ethnic slurs decreased as well, and participants developed a better appreciation of cultural diversity. Most became more knowledgeable of the history of other racial/ethnic groups and could identify females who greatly impacted American's society. As a result, the children evidenced greater harmony and respect for each other.

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Chapter I

INTRODUCTION

Description of Community

The residential treatment center is a subsidiary of a large mental health corporation, which is located in the southeast region of the country, in a city with a population of approximately 150,000. The area, including the city, is dependent on tourism and the military to sustain its economy. The city is quite diverse for its size due to the large number of civil service and military families that reside there.

Writer's Work Setting and Role

The center opened in 1986 and was created to provide long-term care to children, adolescents, and young adults who manifest chronic psychiatric and behavioral disorders. It has evolved into one of the largest (over 300 beds) and comprehensive residential treatment centers in the country. The facility consists of a 30 acre open campus and a six acre perimeter secure, intensive establishment. Each campus has a school, gymnasium, swimming pool, greenhouse, canteen, cafeteria and an activity field. There are close to a thousand multi-racial and multi-ethnic staff members from various disciplines.

There are four clinical programs. This writer works in the Behavioral Studies Program (BSP), which is for adjudicated and non-adjudicated male and female sex offenders, from

latency to young adult ages. This three phase program offers individual, family and group therapy. All residents are required to successfully complete 10 specialty groups.

The center provides intermediate to long term treatment for emotionally disturbed children, adolescents and young adults, ages 5-22. These individuals, due to their conduct problems, poor impulse control and/or sexual offenses, have typically failed to succeed in less structured environments, such as foster homes, group homes and day treatment programs. Usually, these youngsters have experienced long lasting emotional, family, behavioral and legal difficulties, and many have been abused, neglected and have encountered repeated school failure. Often they have attempted to cope with their problems through running away, stealing, truancy, victimizing others, or by engaging in self-destructive behaviors.

The resident population encompasses individuals of diverse ethnic and cultural backgrounds. The programs and services are designed to meet the cultural, social and emotional needs of the residents, whether they come from the inner city or from rural areas. The facility strives to maintain a staff composition that is diverse and able to provide positive adult role models to all.

This writer joined the staff at the residential treatment center two years ago after a decade with a family service agency as a top administrator. At present, this writer is a

clinical coordinator and has several responsibilities that are diverse. As a clinical coordinator, this writer clinically manages three units for sex offenders. The Cadets unit houses twenty male adolescents, ages 12-14. The C Adolescent male unit has ten residents from ages 14-17 years old and the Young Adult male unit is for fifteen adults, ages 18-22. As a member of the Continuous Quality Improvement (CQI) Committee, the writer seeks to enhance services for children in the Arizona Program. These children are between the ages of 7-12 years old and have verbal and physical aggression problems.

Also, this writer supervises several clinical staff. Additionally, this writer carries a small clinical caseload, is chairperson of the Staff Development Committee, as well as member of the Behavior Studies Program (BSP) management team, admission committee and professional staff committee.

Chapter II

STUDY OF THE PROBLEM

Problem Description

Many of the latency age children at the residential treatment center were insensitive to racial and ethnic differences. Children, ages 7-12 years old, used racial/ethnic slurs and told sexist and racial jokes. Fights and verbal disagreements occurred because of misunderstandings between males and females and various racial and ethnic groups. Many of the children came from severely dysfunctional families and had low self-esteem. The insensitivity to differences further impacted the self-esteem of these children.

Many of the children, before coming to the treatment center, had not had sustained contact with other racial and ethnic groups. They called each other names and held stereotypes about others who were different from themselves. They seemed to be oblivious to the pain and hurt they inflicted on others.

Problem Documentation

There are a total of 90 children who are latency age at the treatment center. Specifically, the children are between ages 7-12 years old. Evidence existed that indicated that these children were intolerant of differences. Children are given unit restrictions for behavior (URB) if they make racial

remarks or ethnic jokes (see Appendix A). If they fight, they will receive a URB (see Table 2).

During a six month period, 325 URB's were given for inappropriate racial and ethnic remarks. Residents with URB's averaged 4.4 each. During the same period, 60 children were on the daily school report for making racial slurs and/or ethnic jokes in the classroom setting. Based on this data, a problem seemed to definitely exist.

Table 1

Residents	Unit Restrictions for Six Months	School Restrictions for Six Months
N = 90	325	60
Residents Received URB's	Residents with URB's	School URB's
75 out of 90 received URB's	Residents with URB's averaged 4.4 each	42 residents out of 90 received school URB's

Racial/Ethnic Comments or Jokes

Causative Analysis

Many children are still being raised in segregated neighborhoods and attend schools that are not culturally diverse. They have little contact with children racially and ethnically different than themselves.

Children watch too much television unsupervised. They pick up stereotypes about race, sex and ethnicity. Some

parents are intolerant to differences, and children observe this. They in turn become insensitive to differences.

Children have not learned to treat others who are different with respect and dignity. They themselves have come from dysfunctional families and have not developed empathy for others.

Relationship of the Problem to the Literature

Children with poor social skills often do not know how to establish relationships with other children. Therefore they develop stereotypes about others who are racially and ethnically different than themselves (Greene, 1989). Boucher (1979), in agreement, asserts that far too many children of all races have preconceived notions of the other races. Dyer, Vedlitz and Warchel (1989) findings were similar to Boucher and Greene. They note that social distancing, based on racial, ethnic or gender differences is not healthy for children.

Racism and prejudice usually begin when one is young. Children are often insensitive in their handling of human differences (Kavangh and Kennedy, 1992). Pedersen (1988) and Bowie (1988), seem to agree with Kavangh and Kennedy with respect to children and racism. Pedersen asserts that cultural insensitivity begins in childhood and can last a lifetime. Bowie reports that unfortunately, prejudice, such as racism and sexism, often begins in childhood and continues

into adulthood.

Many children even today are being reared by parents who are prejudiced toward others. This is passed on to their children. Many researchers, including Sue and Zane (1987) and Hooks (1990) have written extensively about this. Sue and Zane found that parental attitude about racial and sexual differences will impact their children during the formative years. Hook notes the same phenomena. He proclaims that prejudice, based on race or ethnicity, may be passed from generation to generation. Many children learn prejudice from their parents. Also, they learn it from teachers, institutions, laws and customs that discriminate against certain groups of people and sustain prejudice (Hooks, 1990). Stein (1983) concurs with Hooks. He states that for many generations society perpetrated racism.

The media has a great impact on how children view one another. Television shows such as "All in the Family" probably did a disservice to children and families. Poussaint (1984) points out that the media often portrays females and racial minorities negatively. Along the same lines, Skeeter (1991) found that much of children's literature tends to portray minorities in a harmful and demeaning manner. It frequently confines females, especially those of color, to subordinate and stereotypical roles, such as the weak and unenterprising little girl.

The various racial and ethnic groups are usually easily recognizable based as physical characteristics and attributes. Children are taught various things about these differences but most often they are negative. Poussaint (1984) notes that many people tend to consider their own appearance and behavior as normal and therefore desirable. They may distrust or fear people who look or act differently. Blauner (1989) and Greene (1989) say similar things. Greene asserts that when differences are obvious, such as race or sex, it becomes easy to perpetuate prejudice or discrimination. Also, people believe that they are mentally, physically, morally, or culturally superior to those of other races (Blauner, 1989). Some children are taught from infancy that people of color are different and therefore unequal (McKissack and McKissack, 1990).

The less a person knows about a racial or ethnic group, the more uncomfortable they tend to be with them. Gonzales-Mena (1991) has written much about this. According to him, children often have cultural tunnel vision. Name calling, like swearing words as weapons, are used to provoke an argument, get back at a person or to hurt a person because of one's own discomfort (Brooks, 1990). Fuchs (1990) mentions that humans are very insecure. This insecurity breeds most of the problems they face in multi-cultural interactions.

Chapter III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals were projected for this practicum: First, latency age children will gain an understanding of racial/ethnic differences. Second, they will discard some of their ethnic and racial stereotypes and myths. Finally, children ages 7-12 will have more harmony between themselves.

Expected Outcomes

The following outcomes were projected for this practicum:

1) Change Expected - There will be less fights among the residents.

Standard and Performance - Two-thirds of the children will not have been involved in a physical altercation.

Assessment Instrument - Unit Restrictions for Behavior (URB) sheets and logs will be reviewed on each resident.

2) Change Expected - The number of racial/ethnic slurs and jokes will decrease among the residents.

Standard of Performance - Only one-third of the residents will have URB's for racial and ethnic slurs/jokes. They will average two (2) or less per resident.

Assessment Instrument - The URB sheets and logs will be reviewed on each resident.

3) Change Expected - Children will develop a better appreciation of cultural diversity.

Standard of Performance - Residents will acknowledge a greater appreciation of racial/ethnic differences.

Assessment Instrument - Post test will be administered.

4) Change Expected - Residents will be more knowledgeable of the history of each racial/ethnic group studied.

Standard of Performance - Pass the class exam with at least a grade of seventy-five (75).

Assessment Instrument - Class exam will be given.

5) Change Expected - Residents can identify females who greatly impacted American's society.

Standard of Performance - Pass class exam with at least a grade of seventy-five (75).

Assessment Instrument - Class exam will be given.

Measurement of Outcomes

The first evaluation instrument consisted of a tally of URB's. A review of each resident's records was to be done and their URB sheets and log (see Appendix A and B) were to be scrutinized. The number of URB's received by each resident for a physical altercation was to be compared with the number of URB's received for a fight before intervention. This was seen as an appropriate way to measure the outcome.

Measurement of the second outcome also consisted of a review of each resident's record. The URB sheets and log (see Appendix A and B) were to be utilized to determine racial/ethnic slurs made by each resident. A comparison was

to be made between the number of URB's received by residents for racial/ethnic slurs before intervention and after.

The third measurement of outcome consisted of a pre/post test (see Appendix C). It contained 13 questions and was to be administered as a pre-test when the classes commenced. All residents who completed the classes were to be administered the instrument again as a post test. The instrument was carefully constructed to discern if residents had gained an appreciation for cultural diversity. Prior to construction of the instrument consultation was done with professionals and a literature review was done on racial/ethnic slurs and jokes. Once constructed, the instrument was reviewed with and approved by the Institutional Review Board.

The evaluation instrument is primarily a self-appraisal. The first 11 questions used a Likert scale, and the last two were open-ended responses.

The post test was to be hand scored by this writer and several volunteers. Change between the pre-test and post test score would indicate residents had gained more appreciation for cultural diversity. The time for administration of the post test was up to 60 minutes. An adult was available to each resident who needed help when the post test was to be administered. Each question was reviewed one by one.

The next measurement of outcome was a short class exam (see Appendix D). It consisted of 10 questions and was to be

administered to all residents who were in the program. The exam was reviewed by many teachers and approved by the director of education. The exam was determined to be one of the best ways to ascertain what residents had learned in the program.

The exam was to be administered by the teachers. Also, the exams were to be hand scored by several teachers, the director of education and this writer. Residents were expected to pass the class exam with at least a grade of 75. The amount of time allowed for the exam was to be 30 minutes.

The final measurement of outcome was a class exam which contained 10 questions. The first eight questions required residents to give a brief response while the last two questions were of an essay type. This instrument was developed because it was thought to be the best way to evaluate what residents had learned. Question nine, in particular, would help determine what residents had learned about females in our society.

All residents who were latency age were to take the exam. It was to be hand scored by several veteran teachers, this writer and the director of education. Those who took the exam were expected to earn a grade of 75 or better. A total of 30 minutes was given to complete the exam.

Chapter IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Latency age children in the residential treatment facility were insensitive to racial and ethnic differences. They called each other names and held stereotypes about others who are different from themselves. Fights and verbal disagreements occurred because of misunderstandings between various racial and ethnic groups. The residents seemed to be oblivious to the pain and discomfort they inflict on others.

Parenting is very important in the life of a child. One school of thought that will increase children's sensitivity to racial and ethnic differences concerns the parenting they receive (Stein, 1983). Maccoby and Jacklin (1974) assert that it is entirely a matter of culture and upbringing. Much of the literature examined recognized that many children are growing up in dysfunctional families and therefore do not receive proper parenting. Also, if a parent has not developed tolerance and sensitivity to racial and ethnic differences, it is difficult to promote this with their children.

Another solution to help children become more sensitive to racial and ethnic differences is through talks and discussions. Patricia and Frederick McKissack (1990) note that talking about feelings, regarding racism and discrimination, can help ease mutual understanding. Smith

(1990) believes that talking is the first step in overcoming the barriers raised by ignorance. At an early age it is important to be exposed to gender and racial differences. Therefore, one can learn at an early age that there are differences and similarities (Poussaint, 1984). Smith (1990) points out that children need to talk with their parents about feelings. He goes on to suggest that a family should plan activities that will enhance a child's knowledge of different races.

The results of this solution has been quite favorable. Many schools have set up programs that afford children an opportunity to discuss their feelings about racial/ethnic and gender differences. Also, community centers and churches have developed programs as well.

Increasing one's knowledge is also a way to become sensitive to racial differences. McNeely and Parker (1983) stress the importance of reading biographies of famous members of minority groups. Also, they suggest that a child could become a pen pal with a person of another race.

According to Klein (1985), there is evidence which points to positive changes in attitude and attainment among children when books containing racist and sexist stereotypes have been replaced by books which offer positive images. Books and the media hold potential power to effect the way people see themselves, as well as the ways they are seen by others

(Jones, 1984). Without a doubt, television plays a significant role in the socialization process for young and old alike. Therefore, counter-stereotype gender and racial presentations should be on television (Williams, 1987).

In recent years this solution has gained widespread attention. Books and the media now portray females and minorities in a more positive way. In particular books and the media now emphasize the contributions that minorities and females on the world development (Williams, 1987).

A comprehensive multi-cultural program is one of the best ways to increase children's knowledge and sensitize them to gender and ethnic/racial differences. Cities should hire a person full time to develop and promote multi-cultural programs for the community (Katz and Taylor, 1988). Drama might be one aspect of a comprehensive program. It has been used to help sensitize children to racial and gender differences. Pillari (1986) suggests that students produce classroom plays that handle the subject of racism, sexism or other forms of discrimination in an instructive way.

Description and Justification for Solution Selected

Although the literature suggested several solutions and this writer generated several strategies to deal with the problem, it is necessary to critique this information. The first solution involved parents teaching their children to be sensitive to racial/ethnic differences. Many of the children

came from foster and group homes to the treatment center. Some have little or no contact with their parents. Where clinically appropriate, parents could be involved with their children. Unfortunately, given the work setting, population and resources, this is impractical because the children being studied are from throughout the United States, the Caribbean and Central America. Therefore, the involvement of many parents, even if deemed appropriate, would be impractical.

A second solution is to have talks and discussions with children about differences. This solution is seen as viable and has great utility for the setting and population. Children are encouraged from the day of their admission to the treatment center to talk about their feelings. Practically no resources are necessary. A room, chairs and tissues are readily available.

The third solution is increasing one's knowledge about various racial/ethnic groups. This solution holds a lot of merit. Through reading and the media, children could learn a lot about racial and gender differences. Resources are easily available since there is a media resource room for residents as well as television and radios on all the units.

The final solution, a comprehensive multi-cultural program, is seen as realistic and timely. This solution will afford residents an opportunity to get comfortable with racial and ethnic differences in a safe and supportive environment.

The solution chosen is a combination of ideas. It is appropriate for the work setting, population and resources. This solution is in concert with the goals and outcomes established.

The solution is appropriate for the work setting because the thrust of the Program is based on group learning, whether didactic and/or experimental. Also, the residents are used to being in class and being exposed to new material and later being tested on it.

With regard to the population, the solution has merit because of the need for children to connect with others who are different. On a day-to-day basis the residents are asked to process their feelings and to trust others.

The facility has a large budget for the education department. Any supplies needed for classroom instructions would be readily available. Also, funds are available for outings and guest speakers. The planned solution is in line with the treatment center's budget with regard to special activities in the school. Supplies, such as handouts can be inexpensively produced. Guest speakers can be given a modest honorarium.

This writer will develop a comprehensive cultural awareness program. It would highlight a different racial group's contributions to our society each month. During each month, the school would infuse information about the

particular racial/ethnic group being emphasized into classwork and assignments. Residents would learn about the richness of various racial groups and how they have impacted American society.

Each week in English and history classes the teachers would have students do assignments that focused on the racial group being showcased for the month. Even bulletin board displays would depict positive aspects of the culture being reviewed.

A structured program would be held monthly that brings children and staff together. A person who is an expert in the culture being studied would present the program. Staff and residents would participate in the development of each program. In many respects, the Cultural Awareness Program would bring together the best aspects of all the solutions. That is, residents would increase their knowledge of differences through a structured program of activities and assignments.

The Cultural Awareness Program would run for at least thirty-two (32) weeks. A varied format would be used, including didactic presentation, small group activity, guest speakers, films/videos and experimental exercises.

Report of Action Taken

Approval to do the 32 week program was obtained from the Institutional Review Board at the facility. The Board

determined that the practicum was not research and, since school is mandatory for children under age 18, written permission to participate in the program was not needed from parents or legal guardian.

There were a total of 90 residents between the ages of 7 and 12. All participated in the program since it was part of their instructions in school each week. A letter was sent to all parents and legal guardians who participated. It explained the purpose, goal, objective, and duration of the program. Although not incorporated into the practicum goal or its outcomes, the writer agreed to discuss with any parent or guardian, face-to-face or by telephone, any question or concern they might have.

During the first week teachers explained to the residents the purpose, goals, and objectives of the Cultural Awareness Program. They also reviewed the calendar of events and the educational curriculum. Teachers addressed questions asked by the residents. The purpose of the pre-tests were explained and then administered. All residents completed the pre-tests. Assistance was given to residents who needed help with the pre-tests.

Teachers discussed with the residents about keeping a journal. Examples of what could be included in an entry were reviewed. Each resident was given a journal and instructed to write in it weekly about their experiences in the Cultural

Awareness Program.

The second week actually began formal teaching. Residents focused on the history of African-Americans. Residents also learned about current issues that impact African-Americans. Several residents shared their initial entries in their journals. Residents had studied African-American history in-depth during February (Black History month). Residents were taken to the library to get books so they could complete their assignment for the next week.

During the third week residents attended an assembly. The speaker, who was from a local university, spoke on inventions by African-Americans. Residents wrote a paragraph on what they learned from the speaker. In each class they formed small groups and discussed what they learned with each other.

Residents had to read a short book on African-Americans. Many of them shared a book with a peer and therefore did a presentation together. Many of the older residents had handouts for their presentations.

In the fourth week residents viewed a video on the life of Martin Luther King. They then prepared a report that was at least two paragraphs on Dr. King's life. This was done outside of class. At the end of the video residents, who were African-Americans, talked with the class about how they felt about the video.

Later in the week residents were required to form small groups in class and develop a list of ways to improve life for African-Americans. Also the residents, with the teachers' assistance, prepared a brief letter to be sent to the editor of the newspaper.

Weeks five through nine the focus was on Hispanic-Americans. During the fifth week residents in all classes used a world map and located countries which Hispanic-Americans migrated from. Also they learned six conversational phrases in Spanish and sang a Spanish song.

The sixth week focused on the history of Hispanic-Americans. This included a discussion of contemporary problems of Hispanics/Latinos in America was also addressed. An issue discussed was NAFTA. Several residents read an entry from their journal.

During the seventh week a speaker from the local Hispanic-American Association spoke on the Hispanic/Latinos culture. She highlighted the contributions of famous Hispanics/Latinos. Residents had an opportunity to process what they gleamed from the program. Later in the week residents summarized book reports for the class. These were presented orally in groups of twos or threes.

The following week a video was shown on Peru. Residents were required to write a two paragraph report on Peru. Their reports were done outside class preceded by a discussion with

an Hispanic-American staff who also viewed the video.

During the same week residents wanted to focus on how others could help Mexican-Americans achieve in America. They chose this group since Mexico is in close proximity to the United States. A letter was written to the editor of a local newspaper about Mexican-Americans which was published.

The ninth through twelfth weeks highlighted the contributions of Pacific Islanders. Residents located on a map island countries which most Pacific Islanders came from to the United States. They also learned four simple phrases of the Micronesian language. No song could be located in Micronesia therefore a substitute was made. Residents sang a Hawaiian song.

In week ten residents learned about the history of Pacific Islanders. This also included a review of contemporary problems, such as the challenges associated with independence for many of the islands. Residents as well reviewed the sociopolitical situation of Pacific Islanders. Several residents discussed their journal entries with the class.

Week eleven brought to the campus a native of New Zealand who shared her country's history and the Pacific Island region. Residents also processed in class what they gained from the talk.

Residents made class presentations on books they read on

Pacific Islanders. Several residents presented together. Also, residents grouped their presentations based on the location of the island in the Pacific Ocean. Presentations included islands such as Micronesia, Guam, Samoa, Wake Island, Papua New Guinea and Hawaii.

In the final week on Pacific Islanders, residents viewed a video on New Zealand. Residents prepared a short report on what they gleamed from the video. They did not have an opportunity to talk with a Pacific Islander in person. However, the guest speaker, from a previous week, had seen the video and spoke telephonically about her views of it with the residents.

In the same telephone conversation, the speaker shared with the residents how she thought others could help Pacific Islanders improve their quality of life in America. She also suggested major points the residents should include in their letter to the editor. The letter was never published in the newspaper.

During the fourth month, the program focused on Native-Americans. This was the ethnic group which the residents knew the most about, especially those who had taken fourth grade history. Residents identified major tribes of Native-Americans and major languages spoken. Residents learned several phrases of the Navajo language and sang along with a song in the Navajo language.

In the 14th week the history of Native-Americans was discussed. Since many tribal leaders had met with President Clinton a few weeks earlier, all the residents were current regarding the sociopolitical climate for Native-Americans. Several of the residents were eager to share their journal entries on Native-Americans in class.

Instead of having a speaker for the 15th week, special arrangements were made for residents to visit a Native-American village about 50 miles from the center. They were able to see Native-Americans, make arts and crafts and had a story told to them. In lieu of reading a book and doing a brief report, residents chose to make gifts to give to the people whom they met at the village.

The final week on Native-Americans focused on what residents had learned first hand from interaction with Native-Americans at the village. Also, they reviewed newspaper clippings on the Summit President Clinton held with tribal leaders in April. Instead of writing a letter to the editor of the newspaper, several thank you letters were written and mailed to the Native-American villagers.

Month five included weeks 17 through 20. The focus was on European-Americans which is quite a diverse group. During the 17th week residents identified countries on the map where most European-Americans migrated from. Major languages were explored, and residents learned some conversational French.

Additionally, they listened to and sang along with a song in French.

During the 18th week, the history of European-Americans was reviewed. Almost all the residents had had some exposure to European history, so this was an easy area to cover. Modern sociopolitical issues of Europe were discussed. Residents read some of their journal entries.

A speaker highlighted facts about European-Americans on the 19th week. In particular, the speaker emphasized France and some of the contributions that French-Americans have made to the United States. Residents had to write a brief summary of what they learned from this program.

Residents read short books on various aspects of European culture. They worked in small groups of twos and threes. They made oral presentations in class.

In the final week of the fifth month, a video was shown on Germany. Residents talked with a staff, who is of German descent, about her perception of the video. They also wrote a two paragraph report on what they learned from the video.

The last assignment in this study area was a brainstorming activity. Residents discussed ways to improve the quality of life for European-Americans. A letter was not sent to the editor of the newspaper since most residents felt European-Americans enjoyed the highest quality of life in the United States.

Weeks 21 through 24 emphasized Asian-Americans. Residents used a world map to locate the major countries which most Asian-Americans migrated from. They also learned a few Thai words, which is the language spoken in Thailand. A staff, who is Thai, brought in some Thai music and the residents sang one song.

During the 22nd week, residents learned about the history of Asian-Americans. Contemporary problems of Asian-Americans were discussed as well. The past and present sociopolitical climate for Asian-Americans was talked about in class. Residents shared some of their journal entries in class.

The assembly on the next week focused on India. An Asian Indian presented a program and brought many artifacts that could be passed around in the assembly. Residents discussed what they learned from the assembly with classmates. They as well wrote a brief summary of what they learned.

In the same week residents read books that they got from a local library. In most cases two children read the same book. They then made a brief oral presentation in class.

On the 24th week residents looked at a video on Korea. The one Korean-American on staff watched the video as well and responded to questions residents had about the video. They wrote a short report based on what they gained from the video.

Residents talked with classmates about how the quality of life could be improved for Asian-Americans. A letter was not

sent to the editor of the newspaper. Residents had standardized tests to take.

The seventh month focused on Jewish-Americans. This spanned weeks 25 through 28. During the first week of this study area, residents had an opportunity to identify the countries, on a world map, where Jewish-Americans originated from. Also, they were taught a few sentences in Hebrew. Additionally, they learned a short song in Hebrew.

The 26th week involved the history of Jewish people. Contemporary problems of Jewish-Americans were discussed as well as the sociopolitical situation. Several residents volunteered to share some of their journal entries in class.

During the 27th week residents visited a local synagogue and the rabbis spoke to residents and staff. The residents were required to discuss orally what they learned from the visit and presentation. Then they had to write a short report as well. All residents read short books on some aspect of Jewish people. Several residents read the same book, and later made a two minute oral presentation in class.

Residents saw a film on the Holocaust the last week of this study area. They also had an opportunity to talk with a staff who is Jewish about his perception of the film. Residents later prepared a short report outside of class and passed it in.

The staff member, who is Jewish, met with the residents

to discuss ways to improve the quality of life for Jewish-Americans. Instead of writing a letter to the newspaper, residents wrote a thank you card to the rabbis at the synagogue. They also sent a small donation to the Holocaust library established at the synagogue.

The final month of the practicum encompassed weeks 29 through 32. It emphasized Middle Eastern Americans. The 29th week looked at what countries Middle Eastern Americans originated. Residents located the Middle East on a world map. Arabic is the major language spoken in the Middle East, but several other languages were identified as well.

This writer speaks some Arabic and therefore taught the residents some conversational phrases. Also, music was brought in by this writer as well. Residents listened to and sang along with two short songs in Arabic.

During the 30th week residents received a short history lesson on the Middle East. Contemporary problems of Middle Eastern Americans were also discussed. The sociopolitical arena of Middle Eastern Americans was reviewed. This included the past and present sociopolitical climate. Residents shared some of their journal entries in class.

A staff, who is Iranian, spoke to residents at the assembly the 31st week. He focused on Middle Eastern Americans. Residents wrote a two paragraph paper on what they learned from the talk. In small groups, they shared with

others what they gained from the staff member's presentation.

Since all the residents had some knowledge of the Gulf War of 1990-91, they all wanted to read more about this. Since few books were available, a staff who served during the war spoke to the residents.

The final week of the practicum residents viewed a movie on modern Saudi Arabia. Residents wrote a brief report on how they benefitted from watching the movie. The staff member, who is Iranian, viewed the video and gave residents his feedback about the video.

Residents formed small groups in class and discussed ways to improve the quality of life for Middle Eastern Americans. They talked with three staff who came from the Middle East. Instead of writing a letter to the editor, they chose to write thank you letters to staff who spoke to them.

Chapter V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

Many of the latency age children at the residential treatment center were insensitive to racial and ethnic differences. Children, age 7 to 12 years old, used racial/ethnic slurs and told sexist and racial jokes. Fights and verbal disagreements occurred because of misunderstandings between males and females and various racial and ethnic groups. Many of the children came from severely dysfunctional families and had low self-esteem. The insensitivity to differences further impacted the self-esteem of these children.

Often many of the children, before coming to the treatment center, had not had sustained contact with other racial and ethnic groups. They called each other names and held stereotypes about others who were different from themselves. They seemed to be oblivious to the pain and hurt they inflicted on others.

The solution strategy utilized consisted of a 32-week comprehensive multi-cultural program that was integrated with the educational curriculum. It highlighted a different racial group's contribution to our society each month. During each month, the school would infuse information about the particular racial/ethnic group being emphasized into classwork

and assignments. Residents would learn about the richness of various racial groups and how they have impacted American society.

Each week in English/language arts and history classes the teachers had students do assignments that focused on the racial group being showcased for the month. Even bulletin board displays depicted positive aspects of the culture being reviewed.

A structured program was held monthly that brought children and staff together. A person who had considerable knowledge of the culture being studied presented the program. Staff and residents participated in the development of each program.

There were five outcomes projected for this practicum. Outcome I: There would be less fights among the residents. Prior to program implementation, 51 of 90 residents had received unit restrictions for behavior (URB's) for physical altercations. Of the 51 residents in fights, 33 were a result of racial and/or ethnic remarks. The average number of fights per resident were 2.3 (see Table 2).

Post implementation data indicated that 27 of the 85 residents who completed the program had been in a fight. Of this number, 11 had been in a fight as a result of a racial/ethnic comment or slur. The average number of fights per resident were 1.2 (see Table 2). Less than two-thirds of

the residents had been in a fight.

Table 2

Pre Data N = 90	
1. Residents in physical altercations	51
2. Residents in physical altercations as a result of racial/ethnic slurs	33
3. Average number of physical altercations per resident	2.3
Post Data N = 85	
1. Residents in physical altercations	27
2. Residents in physical altercations as a result of racial/ethnic slurs	11
3. Average number of physical altercations per resident	1.2

Physical Altercations

Outcome II: The number of racial/ethnic slurs and jokes will decrease among the residents. Pre-implementation data revealed 75 residents had received 325 URB's. They averaged 4.4 URB's each (see Table 1).

Post implementation data indicated that 23 of 85 residents had received URB's for racial/ethnic slurs and jokes. They averaged 2.01 URB's per resident (see Table 3). Slightly less than one-third of the residents had URB's.

Table 3

Post Data

Residents	Unit Restrictions for Six Months	School Restrictions for Six Months
N = 85	48	21
Residents Received URB's 23 out of 85 received URB's	Residents with URB's Residents with URB's averaged 2.01 each	School URB's 19 residents out of 85 received school URB's

Racial/Ethnic Comments or Jokes

Outcome III: Children will develop a better appreciation of cultural diversity. Pre-implementation data revealed that the majority of the children did not appreciate or honor cultural differences. For example, 79 of 90 residents indicated that they know only a little about the history of other racial/ethnic groups (see Table 4). Also, only 71 residents out of 90 reported that it was very important to understand other racial/ethnic groups (see Table 4).

Post data indicated that 85 of the 90 residents completed the program. Post data showed that 77 of the 85 residents who completed the group indicated that they now knew a lot about the history of other racial/ethnic groups (see Table 5). Also, 84 of the 85 residents reported that it was very important to understand other racial/ethnic groups.

Outcome IV: Residents will be more knowledgeable of the history of each racial/ethnic group studied. All residents

Table 4

Pre-test Data N = 90	
1. I talk with others about my racial/ethnic background.	A little 57 Some 24 A lot 9
2. I know the history of other racial/ethnic groups.	A little 79 Some 10 A lot 1
3. I feel comfortable with others who are racially/ethnically different than myself.	A little 49 Some 31 A lot 10
4. It is wrong to make unkind remarks about other racial/ethnic groups.	A little 29 Some 36 A lot 25
5. Other children talk with me about their ethnic/racial background.	A little 87 Some 3 A lot 0
6. I have made unkind remarks about a racial/ethnic group.	A little 9 Some 42 A lot 39
7. I would say something to another resident who made unkind remarks about a racial/ethnic group.	A little 73 Some 17 A lot 0
8. The world is equal for racial/ethnic groups.	A little 37 Some 42 A lot 11
9. It is important that one understands other racial/ethnic groups.	A little 66 Some 17 A lot 7
10. There is a need to help children learn more about other racial/ethnic groups.	A little 26 Some 48 A lot 16
11. I can learn from a program that teaches children to value each other across racial/ethnic lines.	A little 21 Some 54 A lot 15
12. Give a specific example of how you dealt with a situation which you wanted to make a racial or ethnic slur/joke about another resident.	Appropriate Response 21 Inappropriate Response 59 No Response 10

Table 5

Post test Data N = 85	
1. I talk with others about my racial/ethnic background.	A little 7 Some 13 A lot 65
2. I know the history of other racial/ethnic groups.	A little 2 Some 5 A lot 77
3. I feel comfortable with others who are racially/ethnically different than myself.	A little 3 Some 15 A lot 67
4. It is wrong to make unkind remarks about other racial/ethnic groups.	A little 1 Some 1 A lot 83
5. Other children talk with me about their ethnic/racial background.	A little 9 Some 36 A lot 40
6. I have made unkind remarks about a racial/ethnic group.	A little 69 Some 11 A lot 5
7. I would say something to another resident who made unkind remarks about a racial/ethnic group.	A little 5 Some 9 A lot 71
8. The world is equal for racial/ethnic groups.	A little 14 Some 59 A lot 12
9. It is important that one understands other racial/ethnic groups.	A little 0 Some 1 A lot 84
10. There is a need to help children learn more about other racial/ethnic groups.	A little 0 Some 10 A lot 75
11. I can learn from a program that teaches children to value each other across racial/ethnic lines.	A little 0 Some 1 A lot 84
12. Give a specific example of how you dealt with a situation which you wanted to make a racial or ethnic slur/joke about another resident.	Appropriate Response 62 Inappropriate Response 10 No Response 13

completed a 10 question (N = 85) post test. The average number of incorrect responses on the post test was 1.5. On the post test the average score was 85, and the overall pass rate of 95.5% (see Table 6).

Table 6

Post Test Data N = 85	
1. Average number of incorrect responses	1.5
2. Average number of responses partially correct	0.5
3. Average score on post test	85
4. Overall pass rate	95.5%

Cultural Awareness Class Exam

Outcome V: Residents can identify females who greatly impacted American's society. The number of residents who completed the question on the post test was 85. The number of residents who gave the correct response to the question on females were 72, and 10 gave a partially correct answer. Only three residents gave an incorrect response. The number of residents who passed the exam with a grade of at least 75 was 83 out of 85 residents (see Table 7).

Table 7

Post Test Data N = 85	
1. Number of residents who completed the question on females	85
2. Number of residents who gave the correct response to the question on females	72
3. Number of residents who gave a partially correct response	10
4. Number of residents who gave an incorrect response	3
5. Residents pass class exam with at least a grade of 75	83

Cultural Awareness Class Exam
(Females in American Society)

Discussion

Based on the results of the data, it is clear that increased knowledge and awareness about racial and ethnic differences was a major factor in the residents being involved in less fights. Also, it is obvious that residents began to understand that racial/ethnic slurs and jokes are hurtful to other children. A majority of the residents actually indicated that they would say something to another child who made unkind remarks about an ethnic/racial group. The change and growth that occurred with the residents is consistent with what is in the literature. McNeely and Parker (1983), note that increasing one's knowledge is a way to become sensitive to racial differences. Katz and Taylor (1988), assert that a

comprehensive multi-cultural program is one of the best ways to increase children's knowledge and sensitize them to gender and ethnic/racial differences.

In interviews with residents after the program concluded they spoke freely and positively about relationships they had developed with residents across racial and ethnic lines. They could readily acknowledge similarities and differences among various cultural groups. One of the most important aspects of the program was the bonding and connections that developed among the children. The relationships fostered growth and change. Patricia and Frederick McKissack (199), note that talks and discussions are essential to children becoming more sensitive to racial and ethnic differences. Smith (1990) strongly believes that talking is the first step toward overcoming barriers due to ignorance. Poussaint (1984) agrees that children should talk to each other and begin to understand differences and similarities at an early age.

Through structured activities to include use of speakers, videos, field trips, journal keeping, and class presentations, residents discarded many of their myths and stereotypes about racial and ethnic groups. Stereotypes were replaced with correct information. Many of the children reported that reading about other races helped them challenge many of their beliefs. Klein (1985) notes that correct information can replace distortions and misperceptions. Books hold potential

power to affect the way people see themselves, as well as the ways they are seen by others (Jones, 1984).

The residents, both boys and girls, indicated that they believe females have made many contributions to American society. Many of the stories that the residents wrote about females focused on the opportunities for females. Others mentioned that males and females should have equal access to everything. Williams (1987) points out that boys and girls need to see females having the same choices as males in a society. He goes on to say that books and the media now emphasize the contributions of females on world development.

Essentially, all the five outcomes for the practicum were met. They were thought to be accomplished mostly because they were a combination of solutions that had worked, and the literature very much supported the outcomes. Part of the success of the program was increased by the participants being in a residential treatment center whereby little attrition occurred. Also, the volunteers were teachers at the center and very committed to the children and the program.

Along the way there were several unanticipated outcomes of the program. The children needed books from the library to complete one of their assignments each month. As a result, all residents applied for and received a city library card. Residents checked out books on various subjects as well as music videos, movies and magazines. They continue to go to

the library on a regular basis.

Children have begun to write letters to the editor of the newspaper. They enjoyed doing a group letter in the program, and some have continued this on an individual basis. Partially as a result of 10 letters being written to the newspaper, a pedestrian crossing was placed at a traffic light two blocks from the center. It is now safer for everyone to cross at the intersection.

A third unanticipated outcome involved the establishment of a large multi-cultural media section in the residents library. The center now subscribes to several ethnic newspapers and magazines. A number of books were purchased. Also, shows on television on race, ethnicity and culture are videotaped and placed in the library for one year (copyright law).

The final and most profound unanticipated outcome has been the development of a talent bank program. During intervention many of the children demonstrated that they had talents and skills that other children could learn. Therefore a program has been established in which children share their talents (i.e., drawing, mechanical ability) and skills with other children and staff. These classes take place on Saturday and help reduce boredom for the children. Hopefully this program will raise the self-esteem of children who are in the role of "teacher" and other children will learn new skills

and talents (see Appendix E).

Some of the children have chosen to continue journal keeping. They see it as a vehicle to further sensitize them to racial, ethnic and gender differences and similarities. They share their journal with others who give them appropriate feedback. Loving others and living in peace is a process, not an event.

Recommendations

In the writer's work environment the outcome of this practicum can be utilized in other ways.

1) This program can become an integral part of the school curriculum to aid all children to appreciate racial and ethnic differences.

2) The program can be used to help correct information that children may have received in history classes that was distorted or incorrect.

3) The program can be used as a small group concept. Develop a peer counseling program across ethnic, racial and gender boundaries.

There are several recommendations that could benefit others. These include:

1) All schools, public and private, should develop and similar program that begins in kindergarten.

2) Juvenile detention centers should consider a program like this to reduce racial altercations.

3) Group homes may want to use some aspects of the program to improve peer relationships.

4) This program should be considered as an integral part of residential "treatment" for residents.

5) It is important that ample time in a program like this is set aside to plan activities and arrange for speakers.

6) It is essential to highlight the contributions of females.

Dissemination

The practicum results will be disseminated among professional colleagues in several ways. A presentation will be made to the president and vice-presidents at the corporate office. Also, several referral sources have asked for and the writer has agreed to do presentations to their staff on the program results.

The writer's work organization recently opened a specialized day school on the east coast. The director of the school used the midpoint progress results in the request for proposal. The writer will present the final results to the monitors of the day school.

The writer will present the results at two major conferences in the spring. One conference is for the National Association of Social Workers and a State Education Association. Also, the writer will participate in a poster display at a third conference. Additionally, plans are

underway to publish the curriculum that was developed and the results of the practicum.

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Appendix A

Unit Restriction for Behavior Sheet

RESIDENTIAL TREATMENT CENTER

Circle One 1 Day 3 Day 7 Day

Name of resident:_____ Date:_____

1. Behavior earning URB:_____

   Details:_____

2. What effect did breaking this rule have on others and why do we have this rule?_____

_____

_____

_____

3. What was going on with you that lead to breaking this rule?_____

_____

_____

_____

_____

4. What could you have done to avoid breaking the rule?____

_____

_____

_____

Signatures that are required to come off U.R.B.

1. Therapist_____ Date_____
   (3 & 7 day)
2. Advocate_____ Date_____
   (3 & 7 day)
3. Team_____ Date_____
   (3 & 7 day)
4. Staff enacting URB_____ Date_____
   (3 & 7 day)
5. Group_____ Date_____
   (7 day)
6. Community_____ Date_____
   (7 day)
7. Staff_____ Date_____
   (1 day only)

:lh
34BC016.FRM

Appendix B

'nit Restriction for Behavior Log

NAME: _____

DATE GIVEN	STAFF ENACTING	BEHAVIOR EARNING URB	DATE DUE OFF	INITIALS OF STAFF CONFIRMING RESIDENT OFF URB

GM:lh
34BC863.FRM

Appendix C

Cultural Awareness Pre/Post Test

CULTURAL AWARENESS PRE/POST TEST

UNIT:_____ SEX: _____Male _____Female

CAMPUS:_____ AGE:_____

LENGTH OF TIME AT CENTER: _____YEARS _____MONTHS

RACE/CULTURAL BACKGROUND: _____Asian/American
_____Black African/American
_____Caucasian
_____Hispanic/Latino American
_____Indian/Native American
_____Biracial
_____Other, please specify_____

INSTRUCTIONS

Please circle the number that best indicates your thoughts about the question. Example: I like ice cream.

1 2 3 4 5
A little Some A lot

1. I talk with others about my racial/ethnic background.

1 2 3 4 5
A little Some A lot

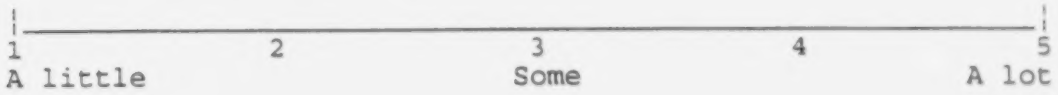
2. I know the history of other racial/ethnic groups.

1 2 3 4 5
A little Some A lot

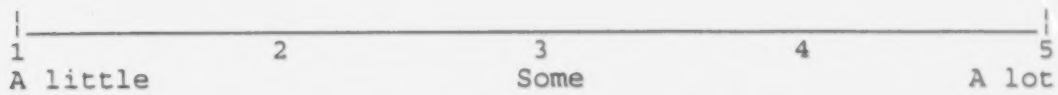
3. I feel comfortable with others who are racially/ethnically different than myself.

1 2 3 4 5
A little Some A lot

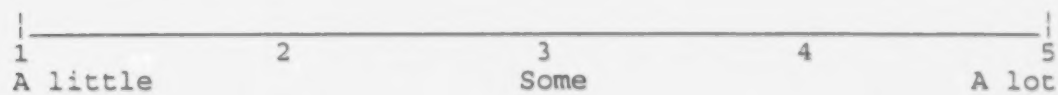
4. It is wrong to make unkind remarks about other racial/ethnic groups.



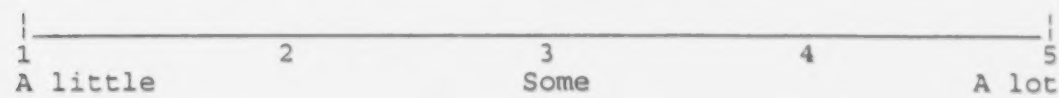
5. Other children talk with me about their racial/ethnic backgrounds.



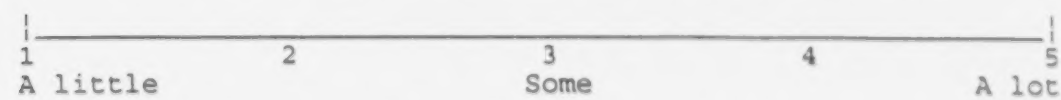
6. I have made unkind remarks about other racial/ethnic groups.



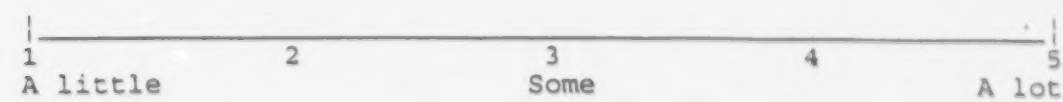
7. I would say something to another resident who made unkind remarks about a racial/ethnic group.



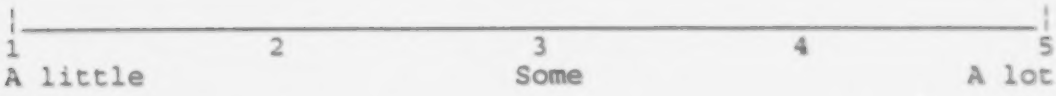
8. The world is equal for all racial/ethnic groups.



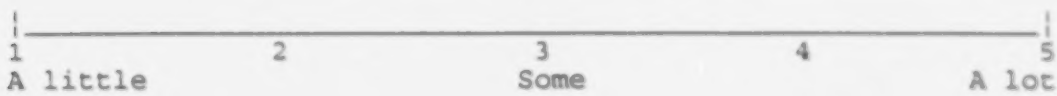
9. It is important that one understands other racial/ethnic groups.



10. There is a need to help children learn more about other racial/ethnic groups.



11. I can learn from a program that teaches children to value each other across racial/ethnic lines.



12. Give a specific example of how you dealt with a situation which you wanted to make a racial or ethnic slur/joke about another resident.

13. Comments (write anything else you might care to say).

Appendix D

Cultural Awareness Class Exam

Cultural Awareness Class Exam

1. Write two (2) things you learned about African Americans.

   1.

   2.

2. Write two (2) things you learned about Hispanics/Latinos.

   1.

   2.

3. Write two (2) things you learned about Pacific Islanders.

   1.

   2.

4. Write two (2) things you learned about Native Americans.

   1.

   2.

5. Write two (2) things you learned about European Americans.

   1.

   2.

6. Write two (2) things you learned about Asian Americans.

   1.

   2.

7. Write two (2) things you learned about Jewish Americans.

   1.

   2.

8. Write two (2) things you learned about Middle Eastern Americans.

   1.

   2.

9. Write a short story about a female who was talked about in class.

_____

_____

_____

_____

_____

10. The thing I like most about learning about races was___

_____

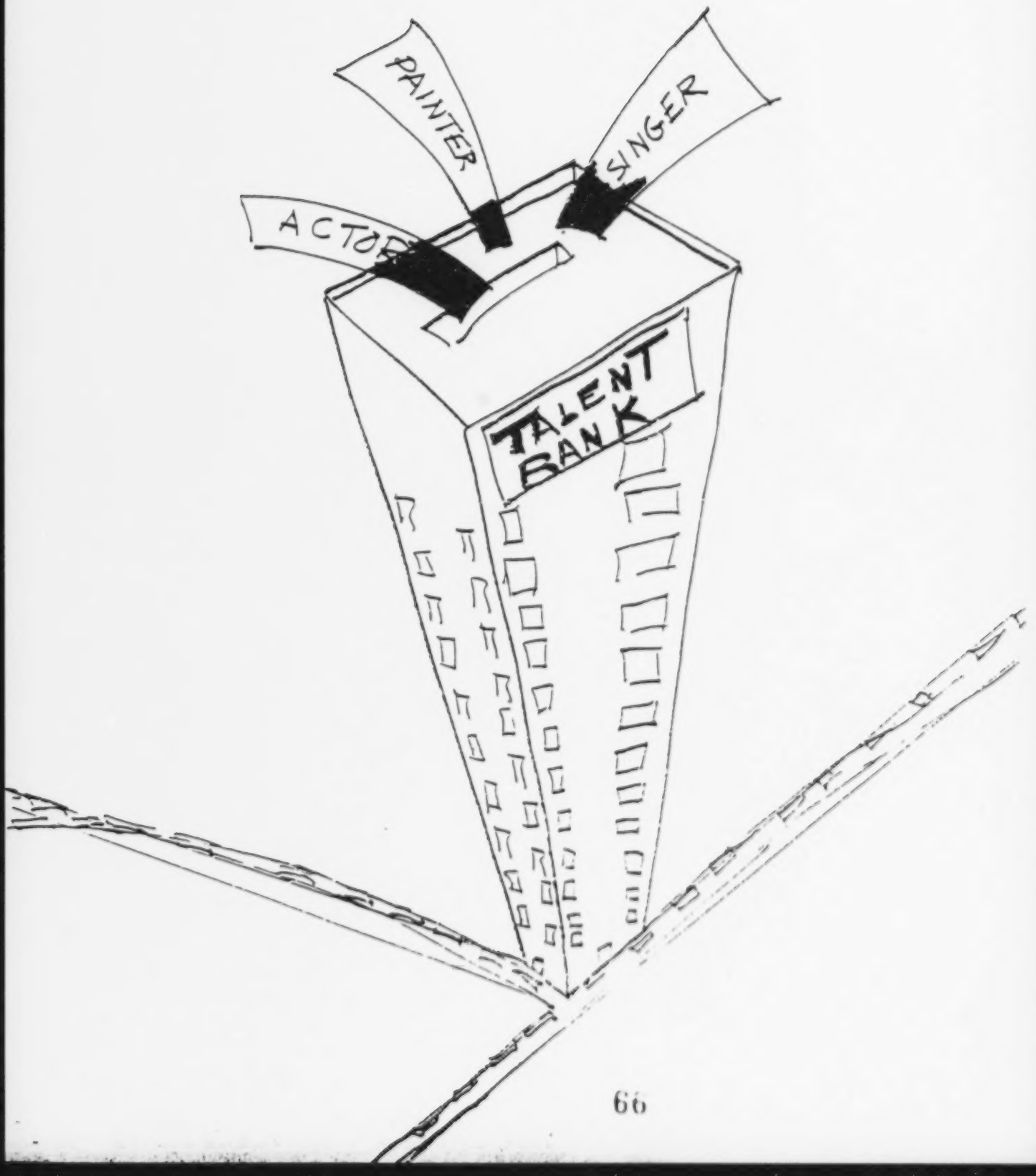
_____

_____

_____

_____

Appendix E
Talent Bank Program


PAINTER
SINGER
ACTOR
TALENT
BANK

TALENT BANK

Name _____

Talents	Talents I will put in the Talent Bank
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

I will need the following supplies:

1.

2.

3.

4.

5.

I am willing to teach my talent/skill to others on:

Day of week:_____

Time:_____